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ABSTRACT

This paper focuses on how the State of Kentucky has developed performance-based assessment programs, and the concept of continuous assessment in teacher education has formed over the past several years. The paper discusses the work done by the Kentucky Education Professional Standards Board, the impact of 1997 legislation regarding postsecondary education and continuous assessment, and the continuing work of the Continuous Assessment Review Committee, a standing committee of the Standards Board. It also focuses on how two institutions (Asbury College, a private institution, and Western Kentucky University, a public institution) have addressed performance assessment and the mandates of continuous assessment, and have integrated the concepts into their teacher education programs. Finally, the paper summarizes how data are being reported to the Standards Board from the state's 26 private and public institutions and the uses being made of these data. (Contains 18 references.) (SM)

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Performance Assessment: Statewide Accountability

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OVERVIEW OF PERFORMANCE ASSESSMENT IN KENTUCKY

Introduction

The concepts of performance-based teacher education and continuous assessment are not new; however, NCATE 2000 has brought the concept to a heightened interest level. Specifically, Standard 1 (Candidate Knowledge, Competence, and Assessment) and Standard 2 (Program Assessment and Unit Planning and Evaluation) of the NCATE 2000 Standards Revision provide more focus toward assessment of the candidate and the program. Coupled with recent calls for accountability and a reform of teacher education nationwide, performance-based teacher education and continuous assessment seems to be a valid method of demonstrating to the stakeholders that the product of our teacher education programs meets high standards.

This presentation today will focus on how one state, the Commonwealth of Kentucky, has been working on the concept of continuous assessment for several years. We will discuss the work done by our Kentucky Education Professional Standards Board, the impact of 1997 legislation regarding post secondary education, and the continuing work of the Continuous Assessment Committee, a standing committee of the Standards Board. Then we will focus on how two institutions – Asbury College, a private institution and Western Kentucky University, a public institution, have addressed the mandates of continuous assessment and integrated the concepts into their teacher education programs. Finally, we will summarize how data are being reported to the Standards Board from the 26 private and public institutions and the uses being made of these data.

Early Work by Standards Board on Continuous Assessment

In 1996, the Kentucky Education Professional Standards Board developed a *Guide to Reflecting on Continuous Assessment in Programs to Prepare School Personnel.* That document was drafted by two task forces, the Performance-Based Accreditation Task Force and the Praxis Task Force as a mechanism to assist colleges and universities develop a quality control mechanism for their programs. As defined in the document, the major purpose for developing this quality control mechanism is "to ensure that teacher preparation programs consistently address and integrate the appropriate performance standards and the Educational Professional Standards Board's policies." This document coincides with the development of assessment philosophies and strategies in the profession. As Wiggins (1998) suggests, we are moving away from conventional forms of "auditing" student performance, and moving toward assessment designed to educate and improve the quality of the candidate's performance. That is precisely the focus on the revised NCATE Standard 1. In this move to authenticity, every effort is made to contextualize performance and generate qualitative data used to assist not only the candidate but to provide feedback on the effectiveness of the preparation program (Wiggins, 1993). Here revised Standard 2 becomes the highlight.

Our transition to more authentic preparation and assessment responds to the challenge from the report on the National Commission on Teaching & America's Future (1996), to redesign teacher education to ensure quality teaching for the 21st century. In view of this, eight themes have served as the guiding force in the development of continuous assessment plans by each institution in Kentucky. These are:

1. That the Continuous Assessment Plan is reflected in the Knowledge Base Model of the institutional teacher education program(s), especially taking care to

incorporate the new performance standards approved by the EPSB into that model;

2. That the Continuous Assessment Plan is a dynamic model characterized by feedback loops that ensure a continuing evolution of the plan;

3. That the Continuous Assessment Plan generates data for assessing the development of student competencies and performance behaviors and for addressing programmatic aspects of the teacher education programs including evidence of the success of graduates;

4. That the Continuous Assessment Plan establishes milestones or reference points in mapping the learning development of students;

5. That the Continuous Assessment Plan incorporates the use of student portfolios to include tasks that map student progress throughout the program and which integrate themes of the program and to include on-demand tasks as assessment and integrative tools; and incorporates the use of other authentic assessments;

6. That the Continuous Assessment Plan results in the development of a student portfolio which becomes the initial portfolio for the beginning of the internship and for use in determining initial certification.

7. That the Continuous Assessment Plan addresses all components of the teacher education program including admissions, content proficiency of the candidates, professional component of the program, clinical component of the program, exit criteria, program accountability, program accreditation, and the use of state, NCATE, and national standards in establishing the plan.

8. That the Continuous Assessment Plan ensures that the tools of continuous assessment become an integral part of program design and implementation, rather than an external add-on.

Impact of House Bill I on Continuous Assessment

Concurrent with the work of the Kentucky Education Professional Standards Board regarding continuous assessment, in 1996 the Kentucky Council on Higher Education (now the Kentucky Council on Postsecondary Education) initiated a "performance funding scheme" for the public institutions. The initial work in implementing this performance funding scheme was to analyze Praxis scores for each institution and to provide the public with a ranking of the institutions. This was followed by a joint effort with the Standards Board to require the institutions to submit "performance-based" program folios following the guidelines established by the Board. In 1998, House Bill I restructured the Council on Higher Education and called for a different funding mechanism. However, institutions were still expected to develop quality educational outcomes and a timetable for those performance indicators. Again, the new Council on Postsecondary Education joined forces with the Kentucky Education Professional Standards Board in developing those quality indicators for teacher education and the timelines to be followed.

Work by Ad Hoc Task Force on Continuous Assessment

The appointment of an ad-hoc committee of the Kentucky Education Professional Standards Board, the Task Force on Continuous Assessment, with representation from both governing bodies, was the next step. The initial charge to the task force by the Standards Board

was to "develop guidelines and procedures for submission of continuous assessment plans for public institutions for the Council on Postsecondary Education's accountability reporting." This task force had representation from both the public as well as the private higher education institutions. Staff members from the Standard Board provided technical assistance and advice throughout the work of the task force. A document was prepared by the task force, "Guidelines for the Submission of Continuous Assessment Plans," to provide detailed background and instructions on how the institutions were to submit their continuous assessment plans to the task force. As the work of this task force proceeded, it became obvious that, although the private institutions are not regulated by the Council on Postsecondary Education and therefore were not required at this time to submit their continuous assessment plans that they would derive a benefit from the their continuous assessment plans being reviewed by the task force. Consequently, all the private institutions were *invited* to submit their plans. Basically, the ad hoc task force was offering to provide a review of all the continuous assessment plans as a service to the private institutions in order to give them feedback for improvement. It is noted with pleasure that virtually all of the private institutions submitted plans for review. In its presentation to the Standards Board, the task force made note of this fact and complimented not only the public institutions for submitting their plans for review, but also provided accolades to the private institutions for their willingness to submit their plans for review.

Appointment and Work of Standing Committee of Standards Board

When the report was made to the Standards Board, it was the impression of the task force members that the task force would be abolished. But that was not to be the case. The Board instead saw the need to retain a group to continue work on continuous assessment. Therefore,

the Board changed the task force to a standing committee, the Continuous Assessment Review Committee. Its new charge was broadened to "work with individual institutions, public and private, to facilitate communication and assistance, to work with the Council on Postsecondary Education regarding assessment and data collection issues, and to become the clearinghouse for assessment strategies statewide."

As a result of the feedback to the institutions after reviewing their continuous assessment plans and further as a result of the new charge by the Board to "work with individual institutions," the Continuous Assessment Review Committee decided to sponsor the pre-conference workshop at the 1999 Kentucky Association of Colleges for Teacher Education Annual Conference. The goal of the workshop was to understand how to use data to support teacher education programs. Three questions were posed to meet this goal: (1) What assessment data are being generated by institutions? (2) How are data being used to improve teacher education programs? (3) Are teacher education programs improving as a result? To answer these questions, three private and two public institutions were invited to submit their continuous assessment plans and to provide workshop participants the answers to these three questions. More specifically the institutions were asked to describe how the assessment plan fed back into their conceptual framework; what data they were collecting; how the data are used; what specific program changes have been made or are anticipated to be made; and what impact these changes are having on students, especially minorities.

Next Steps for the Continuous Assessment Review Committee

The next assignment of the Continuous Assessment Review Committee was to develop exit guidelines and a report that each institution would submit to the Education Professional

Standards Board on an annual basis. After several reviews by the institutions and by a Data Management Advisory Task Force, an exit report of graduates was mailed recently to each of the 26 private and public teacher education institutions in Kentucky. This report is due October 1, 2000 for the fall, 1999, spring, 2000 and summer, 2000 graduates. Efforts were made to integrate as much of the new Title II reporting requirements in the report; obviously, we will need to make some changes in next year's report because of new requirements of Title II that were not available by the deadline established for the completion of the Exit Report. This exit report called for not only quantitative data, but qualitative data as well.

The next step of the Continuous Assessment Review Committee is to review the results of the data collected from the Exit Report and to provide a report to the Education Professional Standards Board.

Teacher as facilitator of student success

A PRIVATE INSTITUTION'S RESPONSE TO PERFORMANCE ASSESSMENT

Bonnie J. Banker

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A Private Institution's Response to Performance Assessment

Introduction

As Kentucky engaged in systemic educational reform, teacher preparation institutions realized that the process of training teachers must radically change to prepare teachers to implement the reform efforts. From the outset Kentucky committed to a performance-based accountability system and adopted professional standards that embodied outcomes for teacher preparation in the state. Asbury College accepted this challenge and sought to engage in curriculum restructuring in order to craft a performance-based program designed to prepare teachers of quality for the 21st century.

This presentation will demonstrate the manner in which a private institution intentionally addresses the diverse needs of teacher education candidates by creating and implementing a Continuous Assessment Model designed to facilitate and accentuate professional growth at designated program junctures. This process provides important points of reflection for the candidate as well as opportunity for prescriptive interventions. At the same time it provides systematic feedback for reviewing and refining the preparation model. This allows for effective alignment of policy and practice while assuring a training program of highest professional quality. The following discussion highlights the application of the process for assessing student and program performance, the implications for program accountability, and the potential impact after five years of data collection and analysis.

Integration of the Conceptual Framework

The conceptual framework of Asbury's multifaceted preparation program uses an intentional curriculum design and a pervasive facilitative model. The phrase "Teacher as

Facilitator of Student Success" serves as the theme to undergird and guide this entire teacher education program. This theme embraces the social constructivist theory that focuses on the teacher creating a "facilitating" environment for the learner to experience and to interact with knowledge in various forms. Knowledge constructed within the conceptual framework is comprised of a foundation component, pedagogical constructs, and authentic experiences. In the teacher preparation program, not only is knowledge constructed for the learner, but also by the learner. The accommodation for diversity of teacher preparation candidates is a by-product of the constructivist approach. By example, the design of the preparation program is a facilitative model which in turn enables preservice educators to facilitate student success.

We propose a continuous assessment process to facilitate this model and promote the acquisition of professional growth in preservice education majors. The conceptual framework is interwoven throughout the assessment process; and, as a result, it impacts the very nature of the model and the performance outcomes. The continuous assessment model guides the preservice educator through the teacher preparation process, assesses professional competencies, and yields data for the refinement of program curriculum and practices.

Defining Continuous Assessment

Continuous assessment is a multifaceted process which involves the interrelatedness of student, faculty, program, certification, and accreditation accountability. This process includes both *formative and summative evaluations* as measures of accountability. Although formative evaluation procedures were used in teacher preparation programs previously, these measures were not considered as important as the final product of a certified candidate. With the emphasis on continuous assessment, formative evaluation procedures are as much of an integral part of the preparation process as the summative evaluation components.

Continuous assessment is a means of documenting the developmental growth patterns of the teacher education candidate throughout the training process (formative evaluation), identifying specific candidate needs and prescribing interventions, and of insuring the competencies or standards identified for competent teaching (i.e., proficiency in teacher standards, successful completion of the Praxis, successful completion of the internship process, and the attainment of teacher certification) which is summative evaluation. Throughout the process of continuous assessment, multiple measures are designed to particularly accommodate the diversity of learners through fair, flexible, and creative evaluation.

Continuous Assessment Model Overview

A timeline and model of continuous assessment provide guidance to a preservice educator through the teacher education preparation process at the institution. The purpose of this model is to define the criteria that must be met at each juncture of the preparation process. Within the program each set of criteria creates the opportunity for monitoring the student programmatically and for self-correcting individually. To document the continuous assessment process, a gating procedure is provided. The purpose of the gating procedure is to provide checkpoints on the candidate's progress throughout the pre-professional experience (see attachments).

Four gates are proposed as checkpoints to monitor the progress of and provide feedback to the teacher education candidate. Each gate consists of criteria that the preservice educator must fulfill successfully to exit through the checkpoint. To assist in meeting diverse needs, gate criteria consist of formative and summative evaluation data which are reviewed at each of these checkpoints. Program requirements and portfolio components for each gate are identified in the continuous assessment model. Program requirements consist mainly of summative evaluation

data (i.e., entry/exit test scores, grade point averages, successful completion of courses in composition, mathematics, and oral communication, and faculty recommendations). As a means of validating the summative data, performance measures (i.e., student interview, portfolio review) are conducted at each gate. Although summative data is collected at each gate, the information at these checkpoints serves as formative data for the entire model.

Formative evaluation data for each gate is collected in the format of a portfolio. Pre-professional portfolios (working portfolios) provide accountability and documentation of student progress. Portfolios consist of multiple measures of preservice assessment (i.e., authentic tasks, performance samples, and examples of instructional design).

Within each gate are multiple indicators of student progress measured against predetermined standards.

Gate 1: Port of Entry marks the student's initial intent to pursue teaching as a career. Indicators include initial field experience evaluation, application of intent, beginning portfolio items, and an interview with a single educator from the professional unit.

Gate 2: Admission to Teacher Education is a formal process for entry into the professional program. Indicators include formal academic measures, faculty recommendations, entry portfolio, and an interview with an interdisciplinary committee.

Gate 3: Admission to Student Teaching is an evaluation to qualify for the professional semester. Indicators include a review of formal academic measures, content knowledge products, assessment of clinical/field experience, pre-

professional portfolio, and an interview with multiple educators from the professional unit.

Gate 4: Program Exit is a culminating performance review prior to recommendation for certification. Indicators include successful completion of the professional semester, content competency tasks, beginning professional portfolio, and an internal/external interview that includes interdisciplinary educators (internal) and professional educators and administrators from the public school arena (external).

Performance Assessment System

A fully developed assessment plan has been designed to measure candidate and program performance with use of the data to provide feedback for candidate and program refinement. At each gate, the portfolio assessment includes the ratings of a variety of professional educators and the self-ratings by the preservice educator. For both types of ratings, a common scoring rubric is used to evaluate the competence of the preservice professional against the New Teacher Standards. A standard rubric format is tailored for application to each set of evaluative criteria and used to verify quantitative and qualitative data.

The continuous assessment process provides for data collection at multiple checkpoints evaluating candidate progress and this data is analyzed to determine program effectiveness in response to program goals. The overall department assessment plan responds to department outcomes and ultimately feeds into the overall institutional effectiveness plan. Student outcomes are linked to the conceptual framework and demonstrated through performance-based measures using Kentucky's New Teacher Standards as benchmarks. Minimal competency levels are

established for each program goal and a variety of measures are used to monitor program quality assurance. Annually the department reviews program data in response to candidate outcomes and program goals and determines appropriate action plans in response to identified needs (see attachments).

Impact of Continuous Assessment

The value of this continuous assessment model is the combination of measures used for documentation and for the accountability of the program and its participants. For the students, it provides a means of addressing strengths and growth areas for acquiring effective teaching behaviors. Its very nature accommodates the unique capabilities of each preservice candidate. For the faculty, it insures an up-to-date and dynamic instructional program. For the program, continuous assessment provides a vital system of curricular coherence and useful data to assist in making appropriate programmatic adjustments. For the institution, the model provides summative data for assessing institutional effectiveness. For certification, continuous assessment offers program specific documentation beyond the traditional academic qualifiers. For accreditation, the continuous assessment process allows for program accountability to be embedded in the model.

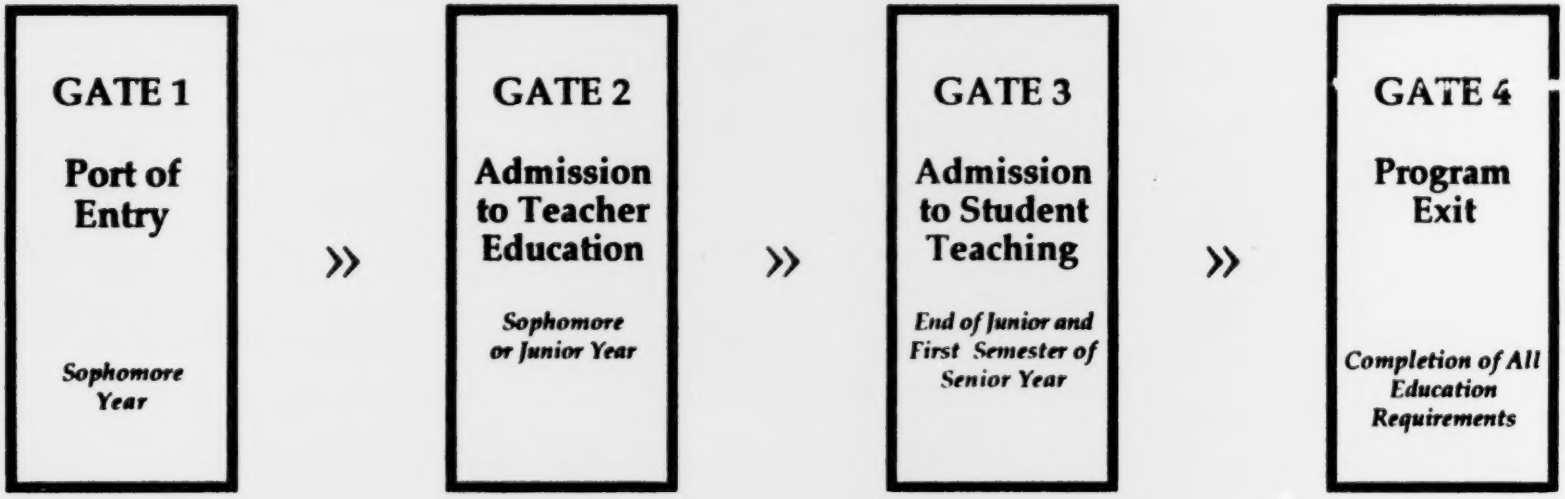
At the heart of the model the issues of candidate diversity are inherently addressed while attending to mastery of performance outcomes. The design is stabilized through the intentional reliability and validity measures. We believe that the continuous assessment model has the potential to assure exemplary teacher candidate performance and program accountability.

ASBURY COLLEGE
DEPARTMENT OF EDUCATION

Teacher as facilitator of student success

Continuous Assessment: A Gating Procedure

Preparation Function——->Preparation & Formation Function——->Application Function——->



Declarative Knowledge ——————>

Declarative & Procedural Knowledge ——————>

Declarative, Procedural & Conditional Knowledge ——————>

Continuous Assessment Gating System
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Table I-4.1

Relationship of the Three Knowledges and the Three Functions in Teacher Preparation

Preparation Function	Declarative Knowledge	Declarative + Procedural Knowledge	Declarative + Procedural + Conditional Knowledge
Teacher Standards I, II, III, VIII, IX, X	Historical Foundations Developmental Theories Learning Theories Exceptionality Classroom Management Assessment Multicultural Education Technology Pedagogy Moral and Ethical Issues	Gate 1 & Gate 2	
Formation Function	**Declarative Knowledge**	**Declarative + Procedural Knowledge**	**Declarative + Procedural + Conditional Knowledge**
Teacher Standards I, II, III, IV, V, VI, VIII, IX, X		Instructional Strategies Pedagogical Studies Specific Method Content Guided Experiences Microteaching Clinical & Field Experiences	Gate 3
Application Function	**Declarative Knowledge**	**Declarative + Procedural Knowledge**	**Declarative + Procedural + Conditional Knowledge**
Teacher Standards I, II, III, IV, V, VI, VII VIII, IX, X		Gate 4	Student Teaching AND Portfolio

Continuous Assessment
Data Summaries for Checkpoints

Feedback to Student	Gate Data	Feedback to Program
K-12 Teacher Evaluation Preliminary Portfolio Review Interactive Interview Feedback	Gate 1 (Port of Entry)	Gate 1 Summary Data Status of students in program Status of entry portfolios Status with practicum experience
Portfolio Feedback Interview Feedback Action Plan Admission Status Memorandum of Understanding	Gate 2 (Admission to Teacher Education) Address NTS: I, III, VII, VIII, IX, X	Gate 2 Summary Data Admission status Portfolio status Interview status New Teacher Standard mastery Admission data (Annual Report)
Portfolio Feedback Interview Feedback Action Plan Approval for Student Teaching Interaction regarding placement decision Unofficial transcript	Gate 3 (Admission to Student Teaching) Address NTS: I-X	Gate 3 Summary Data Approval for student teaching Portfolio status Interview status New Teacher Standard mastery Monitoring of student teaching placements Monitor GPA
Portfolio Feedback Interview Feedback Approval for Certification P-12 response Unofficial Transcript Student Teaching Evaluation Feedback	Gate 4 (Exit from the Program) Address NTS: I-X	Gate 4 Summary Data Approval for certification Portfolio status Interview status New Teacher Standard mastery P-12 response to program Monitor GPA
PRAXIS Teaching Certificate	Graduate Follow-Up Data Address NTS: I-X	PRAXIS Teaching Certificate Graduate Follow-Up Survey Data KTIP Data Employment Data

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Continuous Assessment
Use of Data for Program Refinement

Gate Data	Review Timeline	Program Evaluation	Program Refinement (Feedback Loops)
Gate 1 **(Port of Entry)**	Semester review	**Gate 1 Summary Data** Status of students in program Status of entry portfolios Status with practicum experience	**Refinement in:** Continuous Assessment Field Component
Gate 2 **(Admission to Teacher Education)** **Address NTS: I, III, VII, VIII, IX, X**	Semester review	**Gate 2 Summary Data** Admission status Portfolio status Interview status New Teacher Standard mastery Admission data (Annual Report)	**Refinement in:** Admission policy Professional & specialty curriculum Field component Faculty development Continuous assessment Portfolio development & assessment
Gate 3 **(Admission to Student Teaching)** **Address NTS: I-X**	Semester review	**Gate 3 Summary Data** Approval for student teaching Portfolio status Interview status New Teacher Standard mastery Monitoring of student teaching placements Monitor GPA	**Refinement in:** Student teaching admission Professional & specialty curriculum Field component Faculty development Continuous assessment Portfolio development & assessment
Gate 4 **(Exit from the Program)** **Address NTS: I-X**	Semester review	**Gate 4 Summary Data** Approval for certification Portfolio status Interview status New Teacher Standard mastery P-12 response to program Monitor GPA	**Refinement in:** Professional & specialty curriculum Field component Faculty development Continuous assessment Portfolio development & assessment
Graduate Follow-Up Data **Address NTS: I-X**	Annual review	PRAXIS Teaching Certificate Graduate Follow-Up Survey Data KTIP Data Employment Data	**Refinement in:** Professional & specialty curriculum Field component Faculty development Continuous assessment Portfolio development & assessment

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Department Assessment Matrix—98-99--Student Outcomes

Goal 2. Students will be proficient in their professional core.

Program Objective/ NTS	Expected result	Assessment Measures	1998-99 Results	Action Plan for 99-00	Resources Needed
Student Outcome 2. I-VI Gate 1 Declarative	80% of students submit successful entry level portfolio	Portfolios, interviews, gate summaries	96 % completed successful portfolios Met Goal (HIGHER THAN 97-98)	Making connections with juniors and seniors over the summer to help with portfolio	
Student Outcome 2. I-VI Gate 2 Declarative	100% of students obtain 2.50 in major GPA 90% of students obtain proficient I, III and IX quantity & quality	Major GPA Portfolios, interviews, gate summaries, faculty evaluations	I-92% Proficient III-98 % Proficient MET GOAL Higher than 97-98 Avg. GPA. 3.19	USED ONLY STANDARDS I AND III FOR GATE 2. Continue Monitoring	
Student Outcome 2. I-VI Gate 3 Declarative & Procedural	100% of students obtain 2.50 in major GPA 85% of students obtain proficient I-VI, IX in quantity & quality.	Major GPA Portfolios, interviews, gate summaries, faculty evaluations, PRAXIS	I-100% Proficient II-89 % Proficient III-97% Proficient IV-89 % Proficient V-97% Proficient VI-91 % Proficient Met all goals (higher than 97-98)	Continue monitoring We have made progress.	Continue to include assessment and climate issues and activities in classes.
Student Outcome 2. I-VI Gate 4 Declarative Procedural Conditional	100% of students obtain 2.50 in major GPA 90% of students obtain proficient I-VI, IX on consensus scores	Major GPA Portfolios, interviews, gate summaries, faculty evaluations, PRAXIS, student tchg. eval. & grad. follow-up	I-100% Proficient II-93 % Proficient III-94 % Proficient IV-90% Proficient V-96 % Proficient VI-100% Proficient Met all goals Still weaker in assessment	Give two days off during student teaching for ST to work on portfolio. Make up days with 1/2 days the first week of the semester.	

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Department Assessment Matrix -98-99--Program Goals for Quality Assurance

Goal 2. **The department will maintain the Continuous Assessment Model.**

Program Objective/ NTS	Expected result	Assessment Measures	1998-99 Results	Action Plan for 99-00	Resources Needed
Program Goal 2 Gate 1 Declarative	Student outcomes will be met. Provide passing rates.	Gate Summaries	Portfolio -96% Interview - 100% passed. Total of 7 dropped	Continue with reliability data.	
Program Goal 2 Gate 2 Declarative	Student outcomes will be met. Provide passing rates.	Gate Summaries	Portfolio -97% Proficient 68/70 - Proficient 2/70 - Apprentice Interview - 94% 66/70 - Proficient 4/70 - Apprentice	Continue with Gate Summaries. Analyze passing rates and standards not met. Continue collecting reliability data.	
Program Goal 2 Gate 3 Declarative & Procedural	Student outcomes will be met. Provide passing rates.	Gate Summaries	Portfolio - 97% Accomplished – 7/64 Proficient – 58/64 Apprentice – 2/64 Interview - 100% Accomplished – 11/64 Proficient – 53/64	Continue with Gate Summaries. Analyze passing rates and standards not met. Continue collecting reliability data.	
Program Goal 2 Gate 4 Declarative, Procedural & Conditional	Student outcomes will be met. Provide passing rates.	Gate Summaries	Portfolio - 95% Accomplished – 16/57 Proficient – 37/57 Apprentice – 3/57 Interview -96% Accomplished – 24/57 Proficient – 31/57 Apprentice – 2/57	Continue with Gate Summaries. Analyze passing rates and standards not met. Continue collecting reliability data.	

A Public Institution's Response to Performance Assessment

Performance Assessment at Western Kentucky University

Sam Evans

A Public Institution's Response to Performance Assessment

Performance Assessment at Western Kentucky University

Institutional Performance Model

While teachers serve in a variety of roles, nothing is more central to the role for which teachers are prepared at Western Kentucky University than that of facilitating the learning of all children at high levels and being accountable for results. Recognition of this focal role is the most important factor that shapes the design and operation of basic and advanced programs in the School of Integrative Studies in Teacher Education (SISTE). Therefore, Western Kentucky University prepares and continues to develop teachers whose primary role is to facilitate learning of all students at high levels through direct interaction and/or collaboration with colleagues, the family, the community, or support agencies. To facilitate the achievement of this primary role of the teacher, the program has changed it's focus from teaching to learning. Likewise, a focus on learning denotes an acceptance of being held accountable for the progress of all students and forces teachers to look at all factors that affect learning, including students' abilities, background, and prior knowledge; the context of schooling; the complexity of the learning task; and the resources available. In order to assist teacher candidates to develop and acquire the requisite knowledge and skills to focus on learning instead of teaching, the teacher education unit at Western has committed to implementing Teacher Work Sample Methodology as an integral component of our initial teacher preparation programs.

This commitment to Teacher Work Sample Methodology is aligned with our current assessment model; however, modifications will be required as we develop structures and new strategies for preparing teachers. The modifications will result from the implementation of the following objectives:

1. To develop an accountability system that regularly collects and reports on the impact of teacher candidates and graduates on student learning

2. To develop and establish a process within all teacher preparation programs whereby teacher candidates demonstrate they can design and implement instruction that facilitates learning of all children and are able to provide credible evidence of student progress

3. To develop and establish mentoring systems whereby arts and sciences faculty teach with teacher educators, school practitioners, and business professionals in field settings to assist teacher candidates in designing and implementing highly effective units of instruction in specific content areas and then assessing the learning progress of all students

4. To develop and operate partnerships with private businesses that utilize their expertise about what graduates should know and be able to do, professional development, mentoring of learners, communications with the public/private sector, and developing support for continuous improvements of education

Institutional Continuous Assessment Model

Within the institutional performance model, four levels of performance or functioning have been defined to plan and monitor the development of teacher candidates and to continuously assess their progress. These levels are related to the cognitive functioning of Blooms's Taxonomy. The adoption of these levels assumes that complexity and the integration of knowledge, skills, and processes increase as teacher candidates move through the program. Concurrently, the context in which the candidate demonstrates performances moves from the college classroom to the school setting and real-world teachers' workplace. The four levels relating to the teacher education curriculum, candidate development, and assessment of performance are:

Level I	Knowledge/Comprehension (most in college classroom settings)
Level II	Application (controlled/limited real-life settings)
Level III	Analysis/Synthesis (blocked courses/school emersion)
Level IV	Synthesis/Evaluation (student teaching)

The structure of teacher education programs at Western Kentucky University is designed to meet the developmental needs of the preservice teachers through a series of courses,

experiences, and related field involvements that culminate with student teaching. Ability to address Kentucky's New Teacher Standards is sequentially developed and continuously assessed within the program to determine the developmental growth of the preservice teacher. Initial courses within the program provide the knowledge and awareness to foster skill development; courses and experiences later in the sequence further develop/refine student ability to apply relevant skills and provide structured and/or controlled settings to foster contextual self analysis of ability; student teaching provides controlled experiences which gradually expand to supervised full-time classroom teaching that promotes the preservice teacher's capacity to synthesize elements of the New Teacher Standards and the capacity of the teacher candidate to facilitate learning for all students. As a student progresses through the program, they experience continuous assessment at progressively higher levels. If a student is unsuccessful with course content or performance events, they must remediate before they continue course work at the next level.

Assessments of performance are continuous and related to the four levels. Thus, at Level I, cognitive paper and pencil assessments are common. At Level II, authentic teaching tasks are introduced, but we focus them on specific teaching functions and tasks are conducted in tutoring, school, agency, or community settings. In Level III, authentic teaching tasks that become portfolio entries are continued; they are more complex and conducted in courses in which the content is blocked and the students are in the school setting10-15 hours per week. Level IV is described as the real-life settings of student teaching, and teaching tasks are related to all teaching functions addressed in the New Teacher Standards Teaching exhibits provide examples of professional performance that integrate knowledge, skills, and processes.

Program faculty has identified critical performances students must successfully pass in each course. All critical performances are related to the Teacher Performance Standards, support the implementation of Teacher Work Sample Methodology, are performance based, and are scored by a four-point course-scoring guide. All critical student performances will be entered into the student's electronic portfolio, which is Internet based. A score of three or four will be

considered a passing score. Students who score a one or a two will be required to remediate and successfully complete the performance to move to the next level within their program of study. In some cases, this may mean that a student could earn a passing grade but still be required to remediate the performance in order to move to the next level.

Feedback to students will consist of the assessment of their critical performances within the courses and will be in the form of a scoring guide with professor feedback. If the performance is scored unsatisfactorily, the student will have the option of redoing the performance or not continuing in their teacher education career to the next level of courses.

Feedback will consist of reviewing the student scores on their critical performances within the courses in each level. Performances will be scored electronically with information accessible by the student and the faculty member. Other individuals will be able to access the information on a need-to-know basis. Student scores will be checked at each new entry level to ensure that they have successfully completed the prior level. This information will be used to evaluate the program curriculum and make appropriate modifications.

Integration of Conceptual Framework

The teacher preparation programs within the teacher education unit are guided by the central role of the teacher and the following principles and characteristics that support the central role of the teacher.

1. Becoming a teacher should be a continuous life-long process.
2. A strong content background should be a priority of all teacher candidates.
3. The design of professional preparations programs should be a collaborative process involving representation and input from key role groups.
4. Teacher candidates should become life-long learners and demonstrate a commitment to be responsible for their own professional development.
5. Becoming a teacher requires progressive learning to reach high and complex levels. The development of knowledge, development of skills that use knowledge, and the functional use of skills coupled with the development of professional dispositions should be purposefully addressed in program designs.

6. The ultimate indicators of success related to teacher standards should be performance based and authentic.

7. Preparation of programs should be teacher candidate centered.

8. Faculty should assist and guide rather than direct candidates in their development.

9. Candidates' progress toward meeting New and Experienced Teacher Standards should be based on a program of continuous assessment.

10. Clinical and field experiences should provide the context for the acquisition and performance demonstration of New and Experienced Teacher Standards.

In addition to the design principles and characteristics that support the key role of the teacher, themes have been identified that serve as major program threads that need to be addressed throughout all aspects of program design, implementation, and assessment. These themes are diversity; use of technology; collaboration; communication; problem solving and inquiry; and integration of knowledge, skills, and processes.

While all teacher preparation programs are guided by the above design principles and characteristics and themes, each program has a unique focus because each has a special purpose to prepare teachers for a particular level of students or a unique function. Thus, each program has their own program focus, program outcomes, assessment strategies, and knowledge document to support informed decisions of the teacher candidates prepared within the program.

Impact of Assessment on Students and Programs

Performance Assessment System at Western: Program and Students

As previously indicated, each program area has assessment strategies particular to that individual program; however, there are common elements across programs. Table 1 identifies the continuous assessment components of the Elementary Education, Grades P-5, initial program. The components identify specific criteria associated with entry, midpoint, and exit phases for each program level as well as follow-up and internship year. Check points are identified and data

obtained will be used to facilitate student learning for individual teacher candidates as well as program modification.

Specific examples of critical performances for the elementary education program are found in Tables 2 and 4, with the respective scoring guides included in Tables 3 and 5. These critical performances become part of each student's portfolio, which is stored electronically. As we implement the Teacher Work Sample Methodology, adjustments will be made in the critical performances as individual programs are aligned with the core content for assessment in the P-12 school setting.

Table 1

Continuous Assessment Plan for Elementary Education P-5

	Entrance Requirements	Midpoint Requirements	Exit Requirements	Follow-up
Level I Courses: EDU 250 PSY 310 LME 288	24-36 semester hours with 2.5 GPA overall	Portfolio entries indicating completion of Level I performance tasks	Portfolio entries indicating successful completion of Level I performance tasks	Successful Level I students who continue to matriculate Unsuccessful Level I students who remediate and continue to matriculate Unsuccessful Level I students who do not remediate
Level II Courses: RDG 320 ELED 345/ ELED 355 EXC 330	37+ semester hours with 2.5 GPA overall **AND** 2.5+ GPA in both education and certification area Successful completion of basic skills admission testing Portfolio entries indicating successful completion of Level I performance tasks Successful completion of all prerequisite courses	Portfolio entries and direct observations indicating completion of Level II performance tasks	Portfolio entries indicating successful completion of Level II performance tasks	Successful Level II students who continue to matriculate Unsuccessful Level II students who remediate and continue to matriculate Unsuccessful Level II students who do not remediate

	Entrance Requirements	Midpoint Requirements	Exit Requirements	Follow-up
Level III Courses: ELED 365 ELED 405 ELED 406 ELED 407 ELED 420 ELED 465	Meet **all** teacher admission requirements Portfolio entries indicating successful completion of Level II performance tasks Successful completion of all prerequisite courses	Portfolio entries and direct observations indicating completion of Level III performance tasks	Portfolio entries indicating successful completion of Level III performance tasks	Successful Level III students who continue to matriculate Unsuccessful Level III students who remediate and continue to matriculate Unsuccessful Level III students who do not remediate
Level IV Courses: EDU 489 ELED 490	Meet **all** student teaching admission requirements Portfolio entries indicating successful completion of Level III performance tasks Successful completion of all prerequisite courses	Portfolio entries and direct observations indicating completion of Level IV performance tasks	Portfolio entries indicating successful completion of Level IV performance tasks Exit interview	Successful Level IV students who apply for certification Unsuccessful Level IV students who remediate and continue to matriculate Unsuccessful Level IV students who do not remediate
Certification	Portfolio entries indicating successful completion of Level IV performance tasks Appropriate BA/BS degree Successful completion of all state required testing	Kentucky DOE/OTEC review of credentials and/or credential review by DOE offices in other states	Issuance of Kentucky Certificate of Eligibility and/or appropriate initial certification granted by other states	Students receiving initial certification

	Entrance Requirements	Midpoint Requirements	Exit Requirements	Follow-up
Post-certification (year 1)	Offered and accepts position to teach	Issued Kentucky Professional Rank III Certification for one year Participates in Kentucky Internship Program Portfolio entries and direct observations indicating completion of internship expectations or Participates in an induction program in another state or Follows procedures for first-year teachers in another state	Portfolio entries and direct observations indicating successful completion of internship expectations Recommended for continued certification by internship committee and receives Kentucky Professional Rank III certification for four years or Successfully completes first-year requirements in another state	Student who do not seek teaching positions Students who seek but are not offered teaching positions Internship Data Internship Committee members Successful and fully certified first-year teachers Unsuccessful first-year teachers who are permitted to continue in teaching with restrictions Unsuccessful first-year teachers who do not continue in teaching

Table 2

EDU 250 Professional Growth Plan Assignment

Kentucky's New Teacher Standard VII states: "The teacher evaluates his/her overall performance with respect to modeling and teaching Kentucky's learning goals, refines the skills and processes necessary, and implements a professional growth plan." In this plan, consider your strengths, your areas for growth, and actions you will take during your teacher preparation program to address these areas for growth. To get started, consider the areas listed below.

- Content knowledge: How can you improve your knowledge and skills in your content area?
- Communication skills: On which specific communication skills do you need to work (for example, writing, speaking, or body language)?
- Technological knowledge and skills: What basic computer skills do you need to work on (for example, basic computer skills, Internet resources, multimedia in your interest or subject area)?
- Multicultural awareness: Have you had experience with diverse groups of children such as children/youth in Boys Club, Girls Club, YMCA, Big Brothers/Sisters?
- Dynamics of educational change and reform: What do you know about the changes in the education profession as they affect the classroom teachers in this region and across the nation?
- A Professional Growth Plan will be required in your student teaching, in your internship, and in your career as a teacher/professional. Specific plans to address growth areas and evidence of growth will be expected, so this assignment is to give you practical experience in beginning a professional growth plan. This is also the growth plan that should guide you as you complete your teacher education program.

  Your Professional Growth Plan should include the following sections:

  - Strengths you will bring to teaching
  - Identified areas for professional growth
  - Specific actions you will take during your teacher preparation program to address growth areas; part of this action plan will be to decide how to document or provide evidence of improvement in identified growth areas.

Table 3

EDU 250: Introduction to Teacher Education
Professional Growth Plan
Suggested Criteria and Scoring Guide

Criteria	3 Excellent	2 Acceptable	1 In Progress	0 Unacceptable
Strengths Clearly identified Clearly explained	At least four strengths identified Strengths clearly Explained	Three strengths identified Strengths clearly explained	One or two strengths identified Strengths clearly explained	No strengths identified
Areas for Professional Growth Content knowledge Communication skills Technological knowledge and skill Multicultural awareness Dynamics of education change and reform	Three of five growth areas identified Growth areas clearly Explained	Two of five growth areas identified Growth areas clearly explained	One of five growth areas identified Growth areas explained	No growth areas identified
Action Plan for Growth Plan addresses identified growth areas Plan is realistic and achievable	Plan addresses all three growth areas specifically and thoroughly Plan appears to be realistic and achievable	Plan addresses two growth areas specifically and thoroughly Plan appears to be realistic and achievable	Plan addresses one growth area specifically and thoroughly Plan appears to be realistic and achievable	No growth plan provided
Mechanics & Presentation **Mechanics-Format** Word-processed, double-spaced Correct spelling Correct punctuation Correct grammar Proofread	Plan keyboarded Plan free of grammar, spelling, and punctuation errors	Plan keyboarded Plan contains 1 or 2 grammar, spelling, and/or punctuation errors	Plan keyboarded Plan contains 3 or more grammar, spelling, and/or punctuation errors	No growth plan provided

Table 4

ELED 465: Senior Project
Spring 2000

Title: Instructional Sequence

New Teacher Standards Addressed by This Assignment:

Designs/Plans Instruction
Creates/Maintains Learning Climate
Implements/Manages Instruction
Assesses and Communicates Learning Results
Reflects/Evaluates Teaching/Learning
Collaborates with Colleagues
Knowledge of Content

Critical Attributes of the Primary Program:

Developmentally Appropriate
Multi-age/Multi-ability
Continuous Assessment
Authentic Assessment

Type:

Authentic Performance

Situation:

Teachers agree to teach the content required by the State Department of Education and the local School Board when they sign their teaching contract. A critical component of the teaching assignment includes teaching students in a manner in which they can learn and learn at high levels. In order to achieve this, teachers must assess previous learning, plan lessons thoroughly, teach carefully, assess current learning appropriately, and reflect on their teaching practices.

Task:

Your task is to design an instructional sequence that will demonstrate your ability to teach effectively. This sequence will include:

- a description of the learning community,
- the design of five lessons appropriate for elementary students,
- a rationale for teaching these lessons
- the design of a pre-assessment and a post-assessment plan,
- a reflective analysis of the sequence, and
- sample student products.

You will confer with your classroom teacher in the field to determine the content of the lessons and teach two of the lessons to the students in your classroom.

Performance Criteria:

Your project will be assessed with the use of a scoring guide. Specific criteria will include:

- a description of the learning community,
- five lesson plans,
- a rationale,
- a plan for assessment,
- a reflective analysis and
- sample student products.

Performance Assessment: Institutional Accountability - Student and Program

During the implementation phase of the redesigned programs and the accompanying assessment components, it has become apparent that changes need to be made in the data management system to accommodate the large numbers of students and the different demands placed on the data. Western is in the planning stages of a redesigned data management system that will accommodate admission and exit data required for state and national reports, the electronic portfolio, Teacher Work Sample Methodology, follow-up data, and a variety of internal and external reports. Currently, we are planning a system that will accommodate all the initial and advanced programs within the teacher education unit. The system must be aligned with the University's student information system, be user friendly, and accessible by students and faculty members as needed. Until the system is completed, the sheer size of the program is making it difficult to collect data to meaningfully inform the program.

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Table 5
Instructional Sequence Scoring Guide
ELED 465

Component	Beginning	Developing	Maturing	Exemplary
Learning Community	5 Discussion is superficial, with no thought given to implications of context on teaching and learning	10 Discussion is limited, with little thought given to implications on teaching and learning.	15 Discussion is adequate and includes most of the components of a learning community that can influence teaching and learning.	20 Discussion includes aspects of community, district, school, and classroom that can influence teaching and learning, both in terms of demand and support.
Rationale	5 Rationale is not clearly stated, weak, and not supported.	10 Rationale is stated, but is not adequately supported.	15 Rationale is adequate.	20 Rationale is clearly stated and includes discussion of state and district goals and objectives, real-life connections, and developmental levels of students.
Lesson Plans	25 Plans are not complete. Few standards are met.	35 Plans are complete but lack clarity. Several standards addressed.	45 Plans are complete and include all required components. Meets most of the standards.	55 Plans are detailed and include all required components. Meets or exceeds all required standards outlined on criteria sheet.

Component	Beginning	Developing	Maturing	Exemplary
Assessment (Pre-and Post-Tests)	5 Assessments are not aligned with unit goals, directions are unclear, is difficult to administer and score, show no variety, and are not developmentally appropriate.	10 Most of assessments are aligned with lesson objectives, include directions, somewhat difficult to administer and score, limited diversity, and partially developmentally appropriate.	15 Assessments are aligned with lesson objective, include understandable directions, feasible to administer and score, show some diversity, and mostly developmentally appropriate.	20 Assessments are clearly aligned with lesson objectives, have clear, understandable directions, are easy to administer and score, address diversity, and are developmentally appropriate.
Reflective Analysis	5 The reflection describes events and includes no meaningful analysis.	10 The reflection assesses events and provides limited analysis.	15 The reflection accurately assesses, analyzes, and communicates the effectiveness of instruction and describes appropriate changes to improve student learning.	20 The reflection thoroughly assesses, analyzes, and communicates the effectiveness of instruction and describes developmentally appropriate changes to improve student learning.
Organization of Project	3 Product quality is unacceptable. Omits several of the required components.	5 Work quality needs improvement. Includes majority of required components.	8 Acceptable level of work and quality. Includes all of the required components.	10 Obvious attention to work and quality of product evident. Includes the following components: • Cover page • Table of Contents • Sections tabbed • Word processed • Correct grammar and spelling • 3-ring binder • Student work samples

USE OF DATA FOR STATEWIDE ACCOUNTABILITY

Marilyn K. Troupe
Office of Teacher Education and Certification
Education Professional Standards Board

USE OF DATA FOR STATEWIDE ACCOUNTABILITY

Introduction

During the annual retreat of the Education Professional Standards Board (EPSB) in July 1998, discussion began about the Higher Education Act (HEA) Title II legislation and the preparation of a state report card on teacher preparation institutions. The EPSB established the PRAXIS Committee to address numerous issues surrounding teacher preparation programs and the report card. Issues to be addressed by the committee included (1) ensuring that information was coded correctly on test registration forms, (2) ensuring that students did not take tests before they were ready or take out-of-field tests, (3) identifying correctly the teaching institution of each applicant, and (4) determining which score(s) for each student to include in the report card (i.e., all scores regardless of number of times tested, first score, or last score).

Committee discussions revealed some difficult questions that were not easy to answer:

- Should the EPSB set a passing rate percentage on the PRAXIS II examinations as a part of continuing accreditation for teacher education programs?
- How accurate are the data currently collected?
- Is there a process to ensure that students taking the examinations are actually prepared to take them?
- What can the state do about the large number of non-majors taking the PRAXIS II tests?
- How should scores be aggregated for the report card?
- How should institutional ownership of student scores be determined?
- What process should be used to verify the accuracy of demographic information provided by Educational Testing Services (ETS)?
- If EPSB staff receives an applicant's scores that are not verified, should certification of that applicant be denied?

After lengthy discussions about the problems with reported data, the committee decided to invite a representative from ETS to Kentucky, and a meeting was held in

March 1999. The committee made the following recommendations for consideration by ETS:

- Each institution should validate its own student registration forms.
- Applications of students identifying a Kentucky preparation institution should require a validation by their preparation institution in order for their applications to be processed by ETS.
- Transfer students should belong to the institution that grants them a degree.
- Passing PRAXIS scores should be a requirement for entrance into a Master of Arts in Teaching program and should belong to the undergraduate program; a professional skills test should be required for entrance into the graduate program.
- In-state:
    - No walk on registrations should be allowed.
    - Web registration should have e-mail notification to the institution of registration.
    - Institutions should complete their portion of the applicant's registration electronically.
- Kentucky candidates taking the test out-of-state should need a Kentucky institution verification before they are credited to the preparation program's report card.
- ETS should pilot registration form changes with a small number of Kentucky institutions to determine feasibility.

ETS responded with an alternative model to Kentucky's recommendations. The alternative model would provide the attending institution the opportunity to send ETS an approved list of candidates eligible to take the PRAXIS tests. Prior to score reporting, the approved list of candidates would be matched to those candidates whose scores are ready to report. Approved candidates' scores would be reported as authorized or approved. Non-authorized or non-approved candidates' scores would not be assigned to an institution's score data.

Other advantages to this model included:

- making the institutional approval process less cumbersome
- reducing potential access problems for candidates; and
- placing responsibility on the institution to verify its candidates.

After much discussion, the PRAXIS Committee agreed to the ETS alternative model with one stipulation: EPSB staff would routinely submit to ETS a list of potential test takers – i.e., all students admitted to all Kentucky teacher preparation programs. ETS would compare this list with all Kentucky candidates tested out-of-state. The committee suggested that the process be piloted, with no consequences for candidates or the participating institutions.

In September 1999, the PRAXIS II Pilot Project was undertaken with five Kentucky teacher preparation institutions. It is slated to end in April 2000, and the PRAXIS Committee will review the data collected and make final recommendations to the EPSB for board approval later this year. ETS is using the process Kentucky developed for reporting data with their partner states.

Legislative Action

In January 1999, Governor Paul Patton established the Commonwealth Task Force on Teacher Quality. The Task Force spent almost a year in monthly hearings listening to experts from around the country present recommendations on how to reform teacher preparation and infuse programs. Subsequently, the Task Force presented its recommendations to Governor Patton and to the Kentucky General Assembly. House Bill 437, co-sponsored by Representatives Harry Moberly and Jon Draud, codifies the recommendations and is currently under review by the 2000 General Assembly. Increased accountability for teacher preparation and a trust fund incentive for innovative programs are major components, with emphases given to:

- college/university partnerships with local school districts and schools;

- dialogue and collaboration among liberal arts and sciences faculty and administrators with faculty and administrators in the department, school, or college of education;
- college/university commitment to participating in teacher academies;
- college/university commitment to actively recruiting and retaining minority faculty and students, particularly in the department, school, or college of education;
- college/university incentives or rewards for faculty across the institution to participate in service activities to local schools;
- development of accelerated, nontraditional programs of teacher preparation;
- provision of consistent, high quality classroom and field experiences, including student teaching;
- elimination of all major accreditation deficiencies; and
- innovative approaches to teacher education.

House Bill 437 also states that program accreditation standards shall reflect national standards and shall address at a minimum the following:

- alignment of programs with the state's core content for assessment as defined in a previous statute:
- research-based classroom practices;
- emphasis on subject matter competency of teacher education students;
- methodologies to meet diverse educational needs of all students;
- the consistency and quality of classroom and field experiences, including early practicums and student teaching experiences;
- college/university-wide involvement and support during the preparation and induction of new teachers;
- the skill and diversity of faculty;
- the effectiveness of partnerships with local school districts; and
- the performance of graduates on various measures as determined by the EPSB.

The legislation embraces national standards and gives the EPSB authority to require that teacher preparation institutions:

- conduct an annual review of diversity in teacher preparation programs, require a plan of action to increase diversity, and take corrective action as deemed appropriate for chronic noncompliance to the plan;
- provide assistance to colleges/universities in addressing diversity, which may include researching successful strategies and disseminating the information, encouraging the development of nontraditional avenues of revenues of recruitment and providing incentives, waiving administrative regulations when needed, and other assistance as deemed necessary; and

- discontinue approval of programs that do not meet standards or whose graduates do not perform according to criteria set by the board.

Accreditation and Program Approval

Kentucky was the first state to pilot a performance-based accreditation partnership with the National Council for Accreditation of Teacher Education (NCATE), which began in 1995. EPSB critical review of institutional continuous assessment plans began in 1998. The Continuous Assessment Task Force (later "Committee") provided valuable assistance to the EPSB by developing a reporting format and training to assist institutions. The committee also developed Exit Data Guidelines in January 2000, with institutional reports due in to the committee in October 2000. The EPSB will use the collected data in preparing Kentucky's national and state report card.

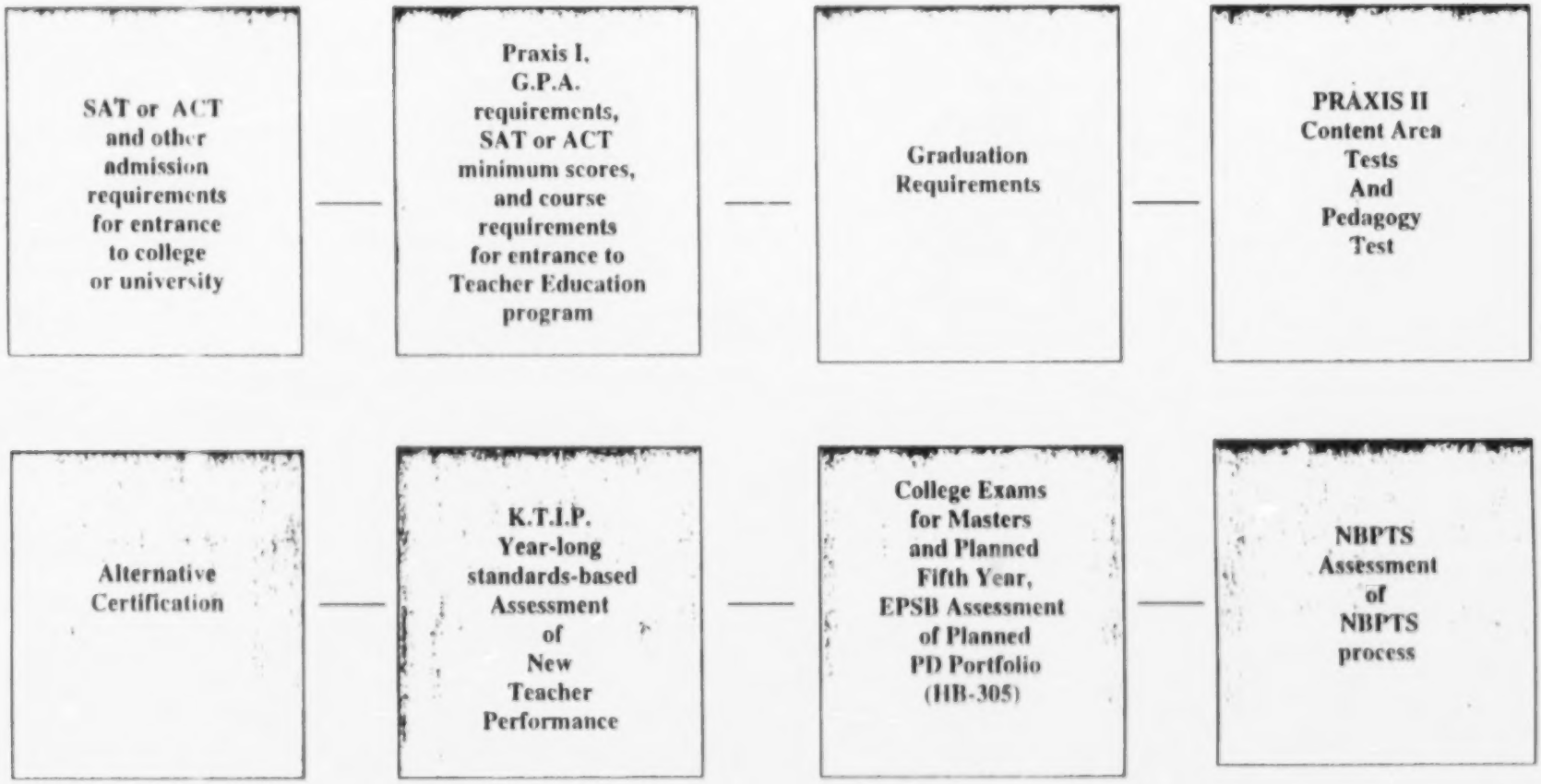
Other committees established by EPSB in 1999 include the Data Management Advisory Task Force and Benchmark Committee. The Data Management Advisory Task Force is reviewing: (1) requirements for a data management infrastructure, (2) the capacity of teacher preparation institutions to manage data, and (3) statewide concerns for accountability. The Benchmark Committee is developing benchmarks for Kentucky performance standards that will generate data necessary for research.

EPSB staff continues to assist the 26 teacher preparation institutions in developing the infrastructure to support a new system for reporting data. The PRAXIS and Continuous Assessment Committees, and the Data Management Advisory Task Force succeeded in increasing the awareness and importance of the issues surrounding continuous assessment, data collection, and accurate reporting.

Our next steps are:

- to respond to the new legislative teacher preparation initiatives;
- to develop and implement a system of teacher performance measures related to student learning that will serve as a basis for certification and for program accreditation;
- to develop a statewide information system on teacher quality that serves as the foundation for teacher certification, professional development, program accreditation, and a research agenda that connects teaching to learning;
- to work with the institutions of higher education in the development of data bases that allow them to capture the data needed for their institutional reports;
- to determine the essential data elements relating to teacher preparation and certification, teacher supply and demand, teacher attrition, teacher diversity, and employment trends to be included in a state comprehensive data and information system; and
- to prepare a report card on all 26 teacher preparation institutions for public dissemination.

Kentucky Accountability: Data Collection Continuum


SAT or ACT and other admission requirements for entrance to college or university
Praxis I, G.P.A. requirements, SAT or ACT minimum scores, and course requirements for entrance to Teacher Education program
Graduation Requirements
PRAXIS II Content Area Tests And Pedagogy Test
Alternative Certification
K.T.I.P. Year-long standards-based Assessment of New Teacher Performance
College Exams for Masters and Planned Fifth Year, EPSB Assessment of Planned PD Portfolio (HB-305)
NBPTS Assessment of NBPTS process

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IV. PROGRAM CHANGES SUMMARY DATA

INSTRUCTIONS

Describe the programmatic changes that have resulted at your institution from the analyses of the information collected in the *Candidate for Initial Certification Exit Data, Summative Program Data, and Continuous Assessment Summary Data.* Please limit your response to three (3) pages — one page per EPSB approved Teacher Standards: (New Teacher, *Experienced Teacher, and IECE).

You may use your choice of format in describing program changes (matrices, diagrams, charts, or narrative).

*Some institutions use the Experienced Teacher Standards for Initial Teacher Certification Programs.

I. CANDIDATE FOR INITIAL TEACHER CERTIFICATION EXIT DATA

Name of Institution _____ Dean's Signature _____ Date Submitted _____

Institution Code	Social Security Number	Last Name	First Name	Middle Initial	Ethnicity	Gender	Program Completion Date	Overall (Cumulative) GPA	Applied for Kentucky Teacher Certification	Certification Code 1 OR Middle School Teaching Area 1	PRAXIS II Test 1 Code	PRAXIS II Test 1 Score	PRAXIS II Test 2 Code	PRAXIS II Test 2 Score	Certification Code 2 OR Middle School Teaching Area 2	PRAXIS II Test 1 Code	PRAXIS II Test 1 Score	PRAXIS II Test 2 Code	PRAXIS II Test 2 Score	Certification Code 3	PRAXIS II Test 1 Code	PRAXIS II Test 1 Score	PRAXIS II Test 2 Code	PRAXIS II Test 2 Score

1999-2000
II. SUMMATIVE INITIAL TEACHER CERTIFICATION PROGRAM DATA

Name of Institution _____ Dean's Signature _____

Date Submitted _____

	Male	Female	Total
Number of Candidates			
Ethnicity of Candidates:			
Asian/Pacific Islander			
American Indian/Native Alaskan			
Black, Not Hispanic			
Hispanic			
White, Not Hispanic			
Non-Resident Alien			

Certification Area Codes	Male	Female	Total

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